

## INSTRUCTIONAL STRATEGIES JOB AID

STRATEGY	DESCRIPTION	TECHNICAL REQUIREMENTS	ADVANTAGES	LIMITATIONS	
Lecture	A carefully structured oral presentation of a subject by a qualified expert. Usually includes text, graphics, or other visuals projected on a large screen.	<ul style="list-style-type: none"> <li>o Amplification for groups larger than 25</li> <li>o Slightly raised stage</li> <li>o Speaker's rostrum</li> <li>o Large screen (if slides)</li> <li>o Projector (if slides)</li> </ul>	<ul style="list-style-type: none"> <li>o Useful with any size audience</li> <li>o Can deliver a large amount of factual information</li> <li>o Can address questions</li> <li>o Easily revised/updated</li> </ul>	<ul style="list-style-type: none"> <li>o Heavily reliant upon good presentation abilities</li> <li>o Speaker must be knowledgeable in the subject matter</li> <li>o Audience is passive</li> <li>o Limited feedback</li> <li>o International participants may have difficulty understanding the speaker</li> </ul>	
Structured Walk-Through	A step-by-step review of tasks, hardware, and documents. Often covers procedures. Can be as self-study if an audiotape is used instead of an instructor.	<ul style="list-style-type: none"> <li>o Tape player (if audiotape is used)</li> </ul>	<ul style="list-style-type: none"> <li>o Focus on detailed content</li> <li>o Useful for any size audience</li> <li>o Instructor can answer questions as they arise (not in self-study)</li> </ul>	<ul style="list-style-type: none"> <li>o Only appropriate when detailed knowledge is needed</li> <li>o May seem dull to some participants</li> <li>o Self-study tape offers no feedback</li> </ul>	
Demonstration	An illustrated presentation using the actual equipment, a model, or pictures to walk through an action	<ul style="list-style-type: none"> <li>o All learners must have an unobstructed view of the presenter</li> <li>o Demonstration materials</li> </ul>	<ul style="list-style-type: none"> <li>o Observation aids understanding</li> <li>o Reduces level of abstraction</li> <li>o Lends itself to step-by-step presentation and analysis of information</li> <li>o Steps may be repeated, omitted, or emphasized</li> </ul>	<ul style="list-style-type: none"> <li>o Requires more rehearsal than other strategies</li> <li>o May require expensive, bulky, or hard-to-get apparatus</li> <li>o Actual physical size of equipment may limit the size of the audience</li> </ul>	

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Goal-Based Scenario (GBS)  <i>Classroom</i> <i>Multimedia</i>	<p>Goal-Based Scenarios are problems that allow students (individuals or groups) to have definable goals and encourages the learning of skills while achieving those goals. Learners are allowed to select their own strategy/process for meeting the end goal.</p> <p>The GBS environment often includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> <li>* real-world tasks</li> <li>* authentic environments</li> <li>* support systems (human, print, online)</li> </ul> <p>Can be conducted in one of two environments: a classroom environment supported by a combination of faculty and support systems, or a computer-based training (CBT) environment.</p>	<ul style="list-style-type: none"> <li>o Requirements are dependent on the content of the GBS</li> <li>o A wide variety of media (videodisc, computer, videotape, etc.) can be used to bring realism to the GBS</li> <li>o For multimedia goal-based scenario: PC typically requires CD-ROM drive and high-end (fast) processor, plus audio and video playback capability</li> </ul>	<ul style="list-style-type: none"> <li>o Participants are presented with a goal that is motivating and challenging</li> <li>o Participants have the freedom to approach the experience in their own way</li> <li>o Participants experience a holistic and rich learning environment; skills and knowledge are not directly taught as decomposed, decontextualized instructional units, but as parts of an integrated whole.</li> <li>o To successfully meet the goal, participants are required to build a predetermined core set of skills and knowledge, but there is flexibility in other skills/knowledge that can be attained as well.</li> <li>o Skills learned and applied in the GBS transfer easily to the work environment</li> <li>o Recognizes the varying entry level knowledge and experiences of participants</li> <li>o The stress level is managed appropriately by including reflection and providing easy-to-use resources</li> <li>o Participants can follow a self-paced schedule</li> <li>o Resources are accessed on an as-needed, just-in-time basis</li> </ul>	<ul style="list-style-type: none"> <li>o Development of an effective GBS (in either environment) is resource-intensive and can be expensive</li> </ul>

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Simulation  <i>Classroom Multimedia</i>	<p>A business or authentic experience that re-creates aspects of the real-world environment.</p> <p>Usually features a specific end result to be achieved and a specific prescriptive, process for getting there.</p> <p>May be classroom, paper-based, CBT, or interactive videodisc.</p>	<ul style="list-style-type: none"> <li>o Requirements are dependent on the content of the particular simulation</li> <li>o A wide variety of media (videodisc, computer, videotape, etc.) can be used to bring realism to the simulation</li> </ul>	<ul style="list-style-type: none"> <li>o Learning is active, not passive</li> <li>o Participants make decisions based on data</li> <li>o Usually has many successful routes; thus rewards creativity</li> <li>o Fosters sense of responsibility</li> <li>o Shows the consequences of decisions</li> <li>o Presents realistic situations</li> <li>o Allows application of skills or knowledge realistic to situations</li> <li>o Can simplify reality to allow concentration on appropriate issues</li> <li>o Time spans can be compressed</li> <li>o Immediate feedback available</li> <li>o Effective in teambuilding</li> <li>o In this risk-free environment, participants can increase their confidence in their ability to perform on the job</li> </ul>	<ul style="list-style-type: none"> <li>o Typically difficult to develop</li> <li>o Often time-consuming to run</li> <li>o May require many people to run</li> <li>o Must be constructed carefully to ensure the desired objectives will be achieved</li> <li>o Some situations may be difficult to simulate</li> <li>o Does not allow for the varying entry level knowledge and experiences of participants</li> </ul>	
Hands-On Activity	<p>A learning activity which provides an opportunity for the participants to practice using the knowledge or skill. Is also useful to evaluate the participant's performance.</p>	<ul style="list-style-type: none"> <li>o Necessary equipment depending on the task</li> <li>o Media used should provide a realistic environment</li> </ul>	<ul style="list-style-type: none"> <li>o Gives participants proof of ability to perform</li> <li>o Provides an opportunity for self-critique</li> <li>o Produces spontaneous goal-setting</li> <li>o Participants get feedback specific on their performance</li> </ul>	<ul style="list-style-type: none"> <li>o Equipment may be needed to perform the task adequately</li> <li>o Equipment may limit the number of participants</li> </ul>	

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Role Play	Enactment of a situation the participant will face. Allows practice of new behaviors.	<ul style="list-style-type: none"> <li>o Moveable chairs and tables so that groups can be formed and space cleared for action</li> <li>o Tape recorder or video camera if role plays are taped</li> <li>o Breakout rooms are helpful</li> </ul>	<ul style="list-style-type: none"> <li>o Enhances learning experience with involvement, variety, reality, and specificity</li> <li>o Develops communication skills</li> <li>o Allows participants to find alternative ways of problem solving</li> <li>o Can present emotional and intellectual content</li> </ul>	<ul style="list-style-type: none"> <li>o Time-consuming</li> <li>o Shyness may diminish cooperation</li> <li>o Participants are easily distracted; conversations can stray from the objective</li> <li>o Scenario may be difficult to develop</li> <li>o May be stressful</li> </ul>	
Game	A learning activity governed by rules, entailing a competitive situation, having winners and losers. The learning comes from experiencing the game, and interacting with other participants but not from the content of the game per say.	<ul style="list-style-type: none"> <li>o Requirements are dependent on the content of the particular game</li> <li>o A wide variety of media (videodisc, computer, videotape, etc.) can be used to bring realism to the game</li> </ul>	<ul style="list-style-type: none"> <li>o Participants learn from what they do; it is experiential</li> <li>o May add a degree of reality to learning</li> <li>o Highly motivational</li> <li>o Raises level of excitement in the learning process</li> <li>o May allow participation of all participants</li> <li>o Participants are active, and the instructor's role is de-emphasized</li> <li>o Learning is rapid</li> <li>o Learning occurs from peers</li> <li>o Allows risk-taking in a safe place</li> <li>o Behaviors may be discussed after the game, and teaching points can be emphasized</li> <li>o Can aid skill development such as negotiating, analyzing, prioritizing, giving feedback, and decision making</li> <li>o Frequently remembered</li> </ul>	<ul style="list-style-type: none"> <li>o Can be difficult and time-consuming to develop</li> <li>o Number of players a game can accommodate may be limited</li> <li>o International participants may not be competitive and may not understand the rules</li> </ul>	

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Case Study	A detailed account of an event or organization that is presented to the participants as a basis for discussion or activity. The presentation can use a variety of media such as film, video, written materials, oral presentation, or a combination of these media.	<ul style="list-style-type: none"> <li>o Requirements are completely dependent on the media chosen and the objectives of the case study</li> </ul>	<ul style="list-style-type: none"> <li>o Adds realism to the content or topic</li> <li>o Connects the content to day-to-day experience</li> <li>o Provides one detailed example of a method for dealing with a case</li> <li>o Encourages alternate solutions</li> <li>o Develops problem solving and analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>o Perceived relevance for some may be low; may not apply in all countries</li> <li>o Difficult and time-consuming to develop</li> </ul>	
Integrated Case Study	A detailed account of an event or company that is referred to many times throughout the training as a basis for discussion or activity. For example, one case company can address issues or contain content problems for each topic. Case history and background information are often provided at the beginning of the school or course.	<ul style="list-style-type: none"> <li>o Requirements are completely dependent on the media chosen and the objectives of the case study</li> </ul>	<ul style="list-style-type: none"> <li>o Gives continuity to the school or course</li> <li>o Saves time since participants do not have to learn multiple case histories</li> <li>o Key issues can be illustrated and emphasized appropriately</li> <li>o Participants get to know the case well and feel ownership or have an interest in solving the problems presented within the scenario</li> <li>o Can effectively simulate the real-life environment</li> </ul>	<ul style="list-style-type: none"> <li>o Difficult to create a case that includes all the necessary components</li> <li>o Some participants may lose interest in a company or issue that is not applicable to their current assignment</li> <li>o International participants may not find the case relevant to their countries</li> </ul>	
Vignette or Minicases	Multiple cases are used in one training program to present a number of different situations. Participants often read the case background and work on an activity.	<ul style="list-style-type: none"> <li>o Requirements are completely dependent on the media chosen and the objectives of the vignette minicases</li> </ul>	<ul style="list-style-type: none"> <li>o Presents a variety of realistic situations</li> <li>o Not limited to one organization or country for the cases</li> <li>o Keeps interest of participants</li> </ul>	<ul style="list-style-type: none"> <li>o Multiple cases are difficult to develop</li> <li>o Participants may get confused with the large amount of information presented with each case</li> <li>o International participants may not find the case relevant to their countries</li> </ul>	

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Flowcharting	<p>Participants can create a graphic presentation of a process or flow. Shows relationships, broad or detailed interfaces, and connections between functional, technical, or process flows.</p> <p>Usually used in conjunction with other instructional strategies</p>	<ul style="list-style-type: none"> <li>o Flowcharting templates</li> <li>o whiteboard/Overhead Projector</li> </ul>	<ul style="list-style-type: none"> <li>o Can show detail or give a broad perspective of a flow</li> <li>o Many different types of flows can use this approach, such as document, cash, product, technical, or production flows</li> <li>o Can depict case study or real content</li> <li>o Can be created by small groups or individuals</li> <li>o Walking through completed flowcharts can be beneficial</li> </ul>	<ul style="list-style-type: none"> <li>o Some content may be too complex to flowchart</li> <li>o Creating flowcharts can be confusing, especially if not familiar with the process</li> <li>o Difficult to develop sample solutions</li> <li>o Difficult to establish and maintain a consistent level of detail (for both developers and participants)</li> </ul>	
Team Tasks/ Group Work	<p>A learning activity with groups of four to six participants which usually requires the group to produce products, reports, decisions, recommendations, or a pro/con analysis of some issue.</p> <p>Usually used in conjunction with other instructional strategies (e.g., goal-based scenario for a group)</p>	<ul style="list-style-type: none"> <li>o Tables for groups</li> <li>o Flipchart/whiteboard to write group responses</li> </ul>	<ul style="list-style-type: none"> <li>o Provides opportunities for group interaction</li> <li>o Requires participants to actively use their knowledge of the subject</li> <li>o Calls for judgments rather than simply the regurgitation of facts</li> </ul>	<ul style="list-style-type: none"> <li>o Requires participants to be self-motivated and to keep themselves on task</li> <li>o Participants must already have acquired the information needed to complete the task</li> <li>o Shyness may diminish cooperation</li> </ul>	
Structured Discussion/ Debrief	<p>A structured conversation between instructor and the participants whose goal is to meet one or more objectives</p> <p>Usually used in conjunction with (as a follow-up to) learn-by-doing strategies such as Hands-On Activity, Simulation, etc.</p>	<ul style="list-style-type: none"> <li>o Flipchart/whiteboard for posting objectives</li> </ul>	<ul style="list-style-type: none"> <li>o Predefined objectives can be met</li> <li>o Discussion does not stray too much from the topic</li> <li>o Facilitates group involvement</li> <li>o Reinforces content previously presented</li> </ul>	<ul style="list-style-type: none"> <li>o May exclude participants with poor communication skills</li> <li>o Can be time-consuming</li> <li>o Instructor must be reasonably knowledgeable in the subject</li> </ul>	

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Readings	Printed materials, such as interview notes, excerpts from text books, and magazine articles, used to present detailed content. Can be used to supplement lectures, case studies or other media.	<ul style="list-style-type: none"> <li>o Printed materials</li> <li>o Distribution mechanism for materials</li> </ul>	<ul style="list-style-type: none"> <li>o Ensures all content is presented at an appropriate level of detail</li> <li>o May be used as a reference during or after training</li> <li>o Using existing material from an author who is experienced in the subject may add credibility</li> <li>o Using existing material may save development time</li> <li>o Creating a reading may add realism to a case study</li> <li>o Readings created for training include only pertinent information</li> <li>o Participants can read at their own pace</li> <li>o It is often easier for international participants to translate written rather than verbal information</li> <li>o Participants may stop at any point and refer to other sources</li> <li>o Revising or resequencing information is easy and inexpensive</li> <li>o Material is portable; participants may study in various locations</li> <li>o Artwork or photographs can be added where needed</li> <li>o Reading in one's natural language is the fastest way of disseminating a large amount of content</li> </ul>	<ul style="list-style-type: none"> <li>o Choosing or finding the appropriate reading may be difficult and time-consuming</li> <li>o The pace of training may be hard to maintain if participants vary significantly in their reading speeds</li> <li>o Readings should be used when participants are alert; late evening or after lunch is not an appropriate time</li> <li>o Existing material may not have the appropriate level of detail or length</li> <li>o Interaction is limited</li> <li>o Participants' questions may be too detailed for instructors who are not content experts</li> <li>o Noise or distractions may inhibit readers</li> <li>o Retention is limited</li> <li>o Motion is difficult to show on a printed page</li> </ul>	

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Video/Film	Motion pictures displayed on television monitor, PC, or screen accompanied by sound through which the content of the course is enhanced or demonstrated. May be created or purchased.	<ul style="list-style-type: none"> <li>o Television/PC monitor or projector &amp; screen</li> <li>o Video/CD ROM player</li> </ul>	<ul style="list-style-type: none"> <li>o Large groups can watch at the same time</li> <li>o Can be very realistic and capture attention</li> <li>o Consistent delivery of content</li> <li>o Appropriate for presenting locations unavailable to participants</li> <li>o Appropriate for depicting processes in motion</li> <li>o Useful for presenting behavior modeling techniques</li> <li>o Can have emotional impact and drama</li> <li>o A complex skill can be repeated and details can be described</li> <li>o Open-ended episodes can be used for problem-solving instruction</li> <li>o More than one monitor may be used for more viewers</li> <li>o Instructor controls it; can be stopped and restarted easily</li> <li>o Useful for demonstrating behavior</li> <li>o Inexpensive if video/film is purchased</li> </ul>	<ul style="list-style-type: none"> <li>o Not appropriate for large groups or auditoriums (unless additional monitors or appropriate equipment is used)</li> <li>o No opportunity to ask questions</li> <li>o International participants may have difficulty understanding</li> <li>o No opportunity to ask questions or to have parts repeated</li> <li>o Can be very expensive if video must be created from scratch (scripted, filmed, and edited)</li> <li>o If developing from scratch, it requires skills not typically found on a development team</li> </ul>	
Interactive Video	A variation of the video learning strategy where the instructor stops the video at designated spots to allow for discussion. The video is restarted after key points are discussed or a specific time has passed.	<ul style="list-style-type: none"> <li>o Television/PC monitor</li> <li>o Video/CD ROM player</li> </ul>	<ul style="list-style-type: none"> <li>o Involves participants and keeps their interest</li> <li>o Questions may be addressed without waiting for the conclusion</li> <li>o Key points may be emphasized</li> <li>o Appropriate for analyzing content or behavior shown</li> <li>o Unclear words can be clarified</li> </ul>	<ul style="list-style-type: none"> <li>o Same as above, plus...</li> <li>o Stops must be placed in locations that warrant discussion</li> <li>o Instructor must have knowledge in the subject to be discussed</li> <li>o Realism may be stilted by the stopping and starting of the video</li> <li>o Size of group is limited; best with small-to-medium sized groups</li> </ul>	